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ABSTRACT

The Kentucky Competency-Based Adult Education (KCBAE) curriculum was developed over a 3-year period and ultimately distributed to all Kentucky adult education and literacy programs in 1995-96. Sixteen competency/duty areas define the subject content. Although each duty area is divided into three skill levels (beginning and intermediate adult basic education and adult secondary education), grade levels are de-emphasized out of consideration for the wealth of experience and knowledge adults bring to classes regardless of their academic skills. The curriculum features a comprehensive assessment plan designed to provide information about learners' initial abilities at entry into the curriculum, monitor their progress, and measure their performance upon completion of the program. The curriculum was successfully field tested at 14 sites in Kentucky and 3 sites in West Virginia. (Appendixes constituting approximately 75% of this document contain the following: the KCBAE curriculum guide in the ERIC database; table cross-referencing the curriculum's competencies with state and national skill lists; duty areas/competencies for Kentucky adult education/literacy; sample competency certificate and individual progress records; directions for writing the curriculum; map of the field test sites; summaries of teacher/student evaluations of the curriculum materials; and report on the assessments used in the pilot testing.) (MN)

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ED 407 534

Competency-Based Adult Education: A Curriculum Model

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COMPETENCY-BASED ADULT EDUCATION: A CURRICULUM MODEL

Introduction

This paper provides a summary of procedures for development and implementation of a comprehensive competency-based curriculum for adult education as well as an evaluation plan for student competency assessment. The curriculum development and assessment described was completed in Kentucky over a three-year period through a grant from the Workforce Development Cabinet to the University of Kentucky. This curriculum, along with a student evaluation plan, was distributed in 1995-96 to all adult education and literacy programs in Kentucky. A complete copy of the Kentucky Competency-Based Adult Education Curriculum is available through ERIC Document Reproduction No. ED394073 (see Appendix A).

Conceptual Frame

Enrollees in adult education and literacy programs come from varied backgrounds and experiences. This diversity also brings different learning styles, goals, and expectations. Out of those persons entering adult education, about half drop out within a short time. Mendell (1988) in a study of workforce literacy in the South notes that many curriculum materials lack relevance to adults, and classes often do not meet adult learner needs.

Adult education is the "missing link" of educational reform. Restructuring and refocusing the nation's educational systems for the challenges of the 21st century address K-12 and higher education. However, there is not a concerted effort to examine adult education programs and align them with educational reform strands such as critical thinking, problem solving, responsible group membership, knowledge integration, knowledge application, and authentic assessment.

Brand (1990) called for states to join the fragmented array of adult literacy and basic skills programs into a comprehensive statewide system of validated competencies. This directive charged adult educators to emphasize individualized self-directed learning and specific performance measures.

Current and future economic challenges require an expanded and responsive adult learning system (Silvanik, 1991). Adult education can and should go beyond high school equivalency and contribute to lifelong learning. Adult programs provide a continuous learning opportunity for upgrading and honing daily living skills

for an increasingly complex technological society. The Secretary's Commission on Achieving Necessary Skills (SCANS) report identifies knowledge and skills needed to meet demands of a changing workplace (U.S. Department of Labor, 1991). Five competencies are identified by SCANS as needed by effective workers: allocation of resources; interpersonal skills; acquisition and evaluation of information; understanding of social, organizational, and technological systems; and selection and application of technology. These competencies are built on a three-part foundation: (1) basic skills of communication and mathematics; (2) thinking skills that encompass creativity, decision making, problem solving, visualization, knowing how to learn, and reasoning; and (3) personal qualities such as responsibility, self-esteem, sociability, self-management, and integrity (p. vii).

Distinctive Features of Kentucky's Curriculum

High involvement of adult education and literacy personnel, along with representatives of social service agencies, employers, and GED graduates, played a major role in development of the Kentucky Competency-Based Adult Education (KCBAE) project. Over 100 persons served on committees, wrote and edited curriculum, and coordinated field tests. This participative project design not only brought a wealth of experiences and expertise to curriculum development but also helped stakeholders assume ownership and built support for implementation. Prior to implementation, adult educators directly involved in project development served as trainers for teachers and coordinators throughout the state.

Another distinct curriculum feature is integration of knowledge throughout the curriculum with an emphasis on knowledge application through authentic daily living tasks. Basic communication, mathematics, and interpersonal skills permeate all content areas and skill levels of the curriculum guide.

KCBAE competencies correlate with K-12 educational reform intitiatives of the Kentucky Education Reform Act (KERA) as well as with SCANS competencies and foundation skills. Appendix B shows this correlation. In addition, measurement of student mastery of competencies parallels assessment practices of educational reform.

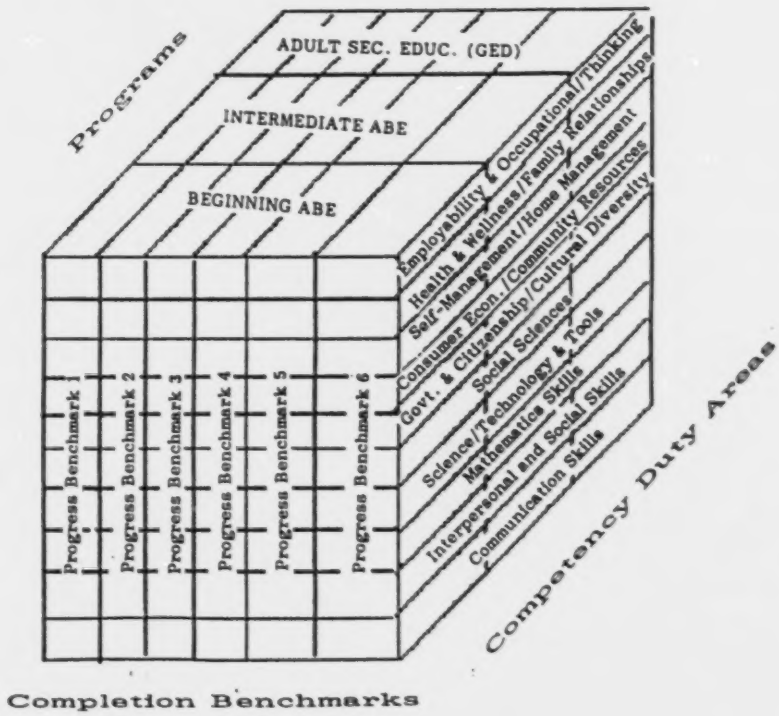
Learning activities emphasize active learning and require creativity, problem solving, reasoning, decision making, and interpersonal skills. Both individual and group exercises are included in the guide. Adult

education instructors may select contextually appropriate activities from those suggested, modify these activities, or substitute others.

Description of the Curriculum Model

Figure 1 depicts the fundamental structure of the KCBAE curriculum. Sixteen competency duty areas define the subject content covered in the curriculum guide. Each of the duty areas are divided into three skill levels: beginning, intermediate, and advanced. These skill levels correspond somewhat with literacy, adult basic education, and high school equivalency. Grade levels are de-emphasized, however, since adults bring a wealth of experience and knowledge to the classes regardless of their academic skill levels.

Figure 1. Kentucky Competency-Based
Adult Education Curriculum



Each of the 16 duty areas include from 2 to 18 competencies for mastery. Each of these competencies is covered at one or more skill levels with suggested learning activities. Appendix C contains a complete list of

duty areas and competencies. Each duty area skill level is subdivided into a minimum of 5 to 6 progress benchmarks which identify tasks learners must be able to do to successfully complete the duty area at this level. For each progress benchmark, a benchmark task gives details of a specific task that may be used as informal assessment to demonstrate satisfactory completion of the progress benchmark. These benchmark tasks may be used prior to (as a pre-assessment) or after coverage of basic content areas and selected learning activities (as a post-assessment).

Because of the variations in resources for adult education from site to site, a specific list of required references is not included. Instead, under each progress benchmark, basic content areas are listed that may guide the instructor in selection of references to use with students as they work on learning activities. These basic content areas alert the instructor to content knowledge the learner should read and practice through use of appropriate resource materials. As long as available resources cover content areas, instructors may not need additional references. At the end of each skill level section of the guide, however, a list of resources is given that identifies sources of relevant reference material and a blank section for instructors to write in their own references and notes. As the student's content knowledge builds, learning activities are integrated from the curriculum guide to provide realistic knowledge applications.

Materials in the guide are not intended to be covered in entirety by any one student. Conversely, the guide establishes a framework of content and activities for adult education and literacy programs. It is to be used as a resource from which appropriate student goals (duty areas, skill level, benchmarks, and learning activities) may be selected. Adult learners come to programs with both recognized and unrecognized needs. Their basic skill (communication and mathematics) functional levels must be determined and their recognized needs identified. This initial assessment is the basis for where the learner begins the curriculum. As the learner demonstrates competencies in a skill level of a duty area, a certificate is given in recognition of this achievement. As adult learners become familiar with the variety of competencies covered by the curriculum, they can select other developmental areas and goals that may not have been initially recognized as a need or interest. Learners are not expected to cover all learning activities in a duty area. When mastery is demonstrated of the progress benchmarks in an area, a Competency Certificate is granted for that area and

level. Copies of the Competency Certificate and individual progress records are included in Appendix D. Adult learners may "test out" on selected benchmarks because of prior experience or education.

Communication and mathematics are key skills and are integrated throughout the curriculum, as well as the focus of instruction in the first two subject areas of the guide. Daily living skills and employability skills are also integrated throughout the curriculum, in addition to being distinct duty (subject content) areas. A topical index of skills is given in the appendices of the guide to help locate other subject areas and related activities. The first page of each section of the guide cross references related competencies from other sections and subject areas of the guide. Vocabulary terms covered in each content area at each level are listed. Also included is a Reflections section that tells the learner why this particular duty area and these competencies are beneficial.

Description of the Assessment Plan

In the development of the Assessment Plan, specific purposes and assumptions guided the selection of assessment instruments and assessment intervals. Assessment purposes are threefold:

(1) to provide information about the initial entry level of learners into the curriculum,
(2) to monitor progress of learners throughout the curriculum, and
(3) to measure performance upon completion of a course of study (and the growth that occurred during that period).

The design for assessments are based on the following guidelines:

Assessments should be tied closely to the curriculum. Assessments should have content validity. They should be used to reflect, enhance and extend instructional experiences received in Adult Education and Literacy programs.

Results (or preferably a subset of them) of the assessments should be consistent with adult education quality indicators. The assessment should produce common information across sites that meet requirements such as the state quality indicators.

The assessment system should reflect new modes of testing and gathering outcome information. Performance assessments, for example, promise closer ties between curriculum and assessment. They also promise better information for and about students.

Results of the assessment system should be easily conveyed to the various audiences that use them. The first and most important audience is adult education and literacy enrollees. Assessment should first of all be easy for learners to understand. Regardless of the audience, scoring reports should be easily produced and understood.

Assessments should not cost more than they are worth. Assessments cost more than money. Time of the learners and the instructor should be well used. If an assessment does not inform instruction, it probably is not worth using.

The assessment schema contains two major strands: formal and informal. The formal piece of the assessment is required for all sites and programs. A standardized test used with all adult learners at entrance and prior to exit is one formal assessment strand. Kentucky is using the new revised Forms 7 and 8 Tests of Adult Basic Education (TABE) for this purpose. The other formal assessment strand is the use of performance tasks selected from other sources or developed as part of the curriculum project. The assessment tasks extend from the non-reader level to the advanced skill level and cover communication, mathematics, science, and social studies content. Performance tasks came from released test items from the National Assessment of Educational Progress (NAEP), Kentucky Department of Education KERA activities and testing program, the National External Diploma Program of the American Council on Education, and items approved for inclusion from the McRel Institute publication Assessing Student Outcomes: Performance Assessment Using the Dimensions of Learning Model and The Psychological Corporation, Harcourt Brace Jovanovich, Inc. Performance Tasks from Strategies for Instruction: A Handbook of Performance Activities. Sometime during the course of the program, a performance task is selected from the evaluation notebook and administered.

In the formal assessment, a learner enters a program and takes a standardized assessment for placement purposes. Scores provide a basis for deciding the level of work to begin in the adult education and literacy curriculum: beginning, intermediate, or advanced. Additionally, learners are assessed formally after approximately 50 hours of instruction and, if possible, assessed again when they exit the program. These assessments are used for evaluation purposes and are formal.

Informal assessments occur during instruction and vary according to each learner and content area. Exemplars tied closely to the competency-based curriculum are included in the curriculum guide as progress benchmark tasks; however, instructors are free to assess students with other tasks, prompts or instruments. These assessments may be given any time during instruction. Instructors decide what is appropriate to assess and when the assessment should be completed. The informal part of the assessment is voluntary in the sense that instructors choose when and with what test to assess instruction. The informal part of the evaluation plan

encourages programs to do assessments already done as well as additional ones. Results of these assessments are collected in a student folder and made available to the learner and the instructor. Figure 2 summarizes the formal and informal components of KCBAE assessments.

Figure 2. Formal and Informal Assessment for KCBAE

Formal	*Informal*
Purposes: To place students To gauge student progress To evaluate programs To meet external demands To make program comparisons	Purposes: To improve instruction To gauge student progress To evaluate programs
Timing: Upon entrance Upon exit	Timing: During instruction
Types: Standardized Tests Standardized Activities Exit Interviews	Types: Performance Assessments Portfolio Activities Notes and Comments

The required standardized tests and performance tests are administered as pre-tests early after program entry. The results are forwarded to the state. Optional assessments related to the curriculum are administered voluntarily as part of instruction. These assessments are given at the instructor's discretion and are not formally reported but are recorded in the learner's folder. The rationale for the new assessments is mainly to improve instruction. Assessments are tied closely to the curriculum and are compatible with new ways of testing being implemented through the United States.

Developmental Procedures and Methodology

The first year of the three-year project began with review of adult education reports and literature, review of adult education curriculum materials and competencies from the Adult Performance Level (APL)

study through the National Institute of Education, the Comprehensive Adult Student Assessment System (CASAS) and the National External Diploma Program from the American Council on Education. Curriculum resources were obtained and reviewed from 10 states: Arizona, Arkansas, Florida, Illinois, Indiana, Oregon, Pennsylvania, Texas, Utah, and Washington. Kentucky's curriculum framework for K-12 was also a resource.

An Advisory Council was organized and functioned as an oversight group to advise the project director and assist in evaluation of activities throughout the three-year project. Membership on this committee represented the Human Resources Cabinet, industry and labor, university personnel, Office of Adult Education in the Workforce Development Cabinet, corrections programs, and literacy and adult education providers.

A Competency Panel served as a panel of practitioners that used a modified DACUM (Developing a Curriculum) model to identify general competency (duty) areas and competency statements. The use of DACUM has been found to be effective, efficient, valid, and reliable (German & Rajasekhara, 1990). The DACUM process uses a panel of practitioners to share experience and knowledge in a group consensus approach. The work of DACUM results in competencies and tasks that are refined and sequenced in a matrix to serve as a basis for curriculum construction. The initial competency list developed by the Competency Panel was mailed to 114 randomly selected adult educators and human resource representatives for response. Results of this mailing were reviewed by the Competency Panel, and the initial competency list was modified by the panel as deemed appropriate. The Competency Panel was made up of personnel from Human Resources, Area Development Districts, industry, Workforce Development Cabinet, Office of Adult Education, and adult education providers from all areas of the state.

An Assessment Panel, guided by an evaluation consultant, Dr. Ed Kifer, University of Kentucky, drafted assessment concepts, reviewed testing instruments, and developed field test assessment instruments. The Assessment Panel reviewed and selected performance tasks from a variety of sources, selected appropriate tasks that matched the KCBAE curriculum, and determined skill levels for each of these tasks. This panel was comprised of adult education providers (adult education and literacy centers, correctional centers, technical schools, and community colleges), Area Development District personnel, Human Resources Cabinet, GED graduate, Department for Adult Education and Literacy representatives, and Chamber of Commerce personnel.

A Curriculum Committee determined the format for the curriculum guide, determined levels for competencies, developed benchmark tasks, and identified resources. Curriculum committee membership came from adult education and literacy coordinators and instructors, Department of Adult Education and Literacy, JOBS programs, correctional institutions, and computer literacy instructors. Melissa Briscoe, who has extensive curriculum development experience with the Kentucky Department of Education and the Vocational-Technical Education Consortium of States (V-TECS), was a curriculum consultant for the project.

Curriculum writing took place in the second year of the project with 20 adult educators contracting to write one or more sections of the guide. Appendix E includes a copy of directions for writing sections of the curriculum guide. After the field test in the third year, three of these writers took critiques from field test sites and made curriculum revisions.

The project director is a University of Kentucky full-time faculty member who had part of her faculty load assigned to the project during its duration. A research assistant worked part-time with the project.

Field Test Results

During the project's third year, both the curriculum guide and assessment plan were field tested in 14 Kentucky sites and 3 sites in West Virginia. The sites consisted of adult education and literacy programs in adult learning centers operated by local boards of education, community colleges, and correctional centers. One field test was in a PACE program (Parent and Childhood Education). Appendix F shows field test site locations.

Curriculum Evaluation

Evaluation instruments of the curriculum were completed by 90 teachers from three skill levels: Beginning level, 44; Intermediate, 31; and Advanced, 15. A total of 273 students evaluated learning activities: Beginning, 117; Intermediate, 76; and Advanced, 80. Appendix G shows a summary of teacher and student evaluations of curriculum materials and an outline of materials submitted by field test sites.

Teachers were asked for agreement or suggestions for each part of the curriculum guide and to respond to open-ended questions about the guide. In the related skills section, 91 percent of the teachers indicated that

the skills were correct as written; 86 percent agreed that Pre-requisites were correct as written; and 91 percent noted the content of Reflections was appropriate. Eighty-five percent agreed that learning activities were appropriate for the level for which they were written, and 82 percent found these activities appropriate for JOBS students. Appropriateness for JTPA clients, corrections, and PACE programs, however, received less than 50 percent agreement. Relationship to a variety of learning styles and varied activities were noted by 70 percent. Areas that indicated a need for improvement were clarity of directions and sequencing.

Student evaluation addressed the learning activities, directions and references, as well as whether they liked working with the curriculum. Over all skill levels, 84 percent indicated the learning activities were interesting; 71 percent that they were easily understood; 78 percent said that directions were easily understood; 63 percent noted that references were appropriate. Only 59 percent thought the learning activities could be completed in a reasonable time, and an even lower percent (35%) said these activities were sequenced from the simple to difficult. Seventy-seven percent liked working with the KCBAE curriculum.

Both teachers and students responded favorably to the new curriculum. Students who took the advanced level of the curriculum tended to be more critical than those in the beginning and intermediate levels. Teacher responses were similar across all levels. The amount of time to deal with the curriculum was the area where both students and teachers were most critical.

Based on teacher and student evaluations of curriculum, sequencing from level to level and within benchmarks was reviewed and changes made. Also, beginning, intermediate, and advanced levels for each duty area were grouped together in the guide so that teachers could more easily select learning activities from any level. Length of time to complete activities showed a need for shorter activities; therefore, learning activities were revised to include more activities that could be completed within a class session. Several longer projects were broken up into shorter activities. A table of contents and a topical index were added, additional resources were added, and the introductory section of the guide that directed its use was shortened and simplified.

Assessment Plan Evaluation

Appendix H presents the summary of assessment field test results and recommendations from Dr. Ed Kifer, Evaluation Consultant, who prepared the summary. Part of the field test was to see which standardized

test worked best with the KCBAE curriculum: TABE, ABLE, or the ETS Tests of Applied Literacy Skills. Based on field test results and a content analysis of the tests, the revised version (Forms 7 and 8) of TABE was recommended.

Field test sites also used the performance tasks identified to serve as part of the formal assessment process for the KCBAE curriculum. These activities were well received by both teachers and students. This information is consistent with acceptance of performance tasks in the public school arena. In general, students find such tasks enticing and relevant; teachers, despite sometimes having logistics problems, like the tasks and the way students interact with the tasks.

Comments added on the field test indicated a need for more performance tasks at each level; therefore, additional performance tasks were added. A table of contents for these tasks correlating them with major subject content areas was also added.

Implementation

During the summer of 1995, copies of the KCBAE curriculum guide and evaluation plan with performance tasks were distributed to all adult education and literacy programs in Kentucky. Training on the curriculum guide took place at the state conference. Also, a special training session was held with a group of JOBS participants who were identified to use the curriculum for their students. Although all programs have access to the curriculum, the recommendation of the project director was for the state to phase in curriculum implementation over a three-year period rather than mandating immediate use by everyone. This recommendation was made because of the need for intensive training to assure a thorough knowledge of materials in the guide and ways that it may be used. Also, support for the curriculum is more likely if implementation begins with those instructors and coordinators who volunteer to work with it. With approximately 300 adult education and literacy centers in the state, training with the curriculum materials will have to take place over a period of time.

At the end of 1997-98, an evaluation should be completed to assess the degree of implementation, as well as concerns and issues of implementation that should be addressed. The format of the guide is a loose-leaf

notebook to allow for ease of change for particular sections of the guide as well as ease of making duplicate copies as needed in working with students.

Summary and Conclusions

Competency identification and curriculum development through this project addressed the need for a statewide comprehensive adult literacy and basic skills program with validated competencies, relevant applications of functional knowledge and skills, and multiple assessment measures that encompass objective as well as task performance indicators. Key activities resulted in a competency-based curriculum framework and assessment plan for Kentucky's adult education and literacy programs. The materials were field tested and found to be generally interesting and appropriate for use. The KCBAE curriculum has been generally well received by students and teachers because it places the basic skills in important contexts, places a premium on active learning, and diminishes the role of rote learning.

The participatory nature of the project was the most critical element, both in the quality of materials produced and their acceptability for implementation. The curriculum is not an isolated work done at a university but rather a coordinated, joint project completed through the efforts of a cadre of adult educators and agencies, as well as employers, associated with adult education.

Important outcomes of the project were equity of access to a statewide curriculum, relevant learning activities and performance tasks designed to promote interest and life skills transfer, and instructional material that integrates academic skills with life skills. An intended outcome is increased retention of learners in the adult education and literacy programs because of the relevance and variety of learning activities.

The products produced through this project are a resource for other states in their development of a competency-based curriculum for adult education. The guide and evaluation model allow local adaptation and selection to meet individual needs while providing a uniform framework of competencies and benchmarks for adult education programs. The evaluation plan moves toward inclusion of performance tasks and knowledge integration as initiated through educational reform, yet retains a standardized test to provide one consistent objective measure of basic knowledge that can present cumulative reports of statewide results.

References

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U.S. Department of Labor. (1991). SCANS report for America 2000: What work requires of schools. Washington, DC: U.S. Department of Labor, Secretary's Commission on Achieving Necessary Skills.

APPENDIX A

ERIC Reproduction of Kentucky Competency-Based Adult Education Curriculum Guide

Search Request: K=KENTUCKY COMPETENCY BASED ADULT EDU Education 1966-
ERIC RECORD -- 1 of 2 Entries Found Brief View

UNIQUE ID: ED394073
TITLE: Kentucky Competency-Based Adult Education Curriculum.
PUBLISHED: 1995
PRICE CODE: EDRS Price - MF03/PC26 Plus Postage.
ABSTRACT: This curriculum was developed to assist adult education teachers (especially in Kentucky) to prepare adults to function in today's society and that of the next century. Materials in the guide go beyond preparing adults to pass the General Educational Development (GED) test to preparing them with life skills. The curriculum includes traditional subject areas plus related life skills such as critical thinking skills, self-management, interpersonal skills, and technology and tools. The curriculum is divided into 16 duty areas, with learning activities that integrate academic skills with life skills throughout the

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Search Request: K=KENTUCKY COMPETENCY BASED ADULT EDU Education 1966-
ERIC RECORD -- 1 of 2 Entries Found Brief View

Kentucky Competency-Based Adult Education Curriculum... (CONTINUED)

ABSTRACT: index. (KC)
MAJOR SUBJECTS:
Adult Literacy.; Competency Based Education.; Daily Living Skills.; Literacy Education.
MINOR SUBJECTS:
Adult Basic Education.; Competence.; Educational Needs.; High School Equivalency Programs.; Learning Activities.; State Curriculum Guides.; Teaching Methods.
MAJOR IDENTIFIERS:
Kentucky.
MINOR IDENTIFIERS:
General Educational Development Tests.
PUB. TYPE: Guides - Classroom - Teacher.

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APPENDIX B

KCBAE Competencies Correlated with KERA and SCANS

KCBAE Competencies

Correlated with KERA and SCANS

KCBAE	SCANS	KCBAE	KERA	KCBAE	KERA
9.02, 9.03, 9.04, 9.08, 11.11	Learning to learn	COMMUNICATION (11) AND MATHEMATICS (3)	(1) BASIC COMMUNICATION AND MATHEMATICS	3.05, 3.07, 3.09, 3.10	1.9 Algebraic and geometric reasoning with patterns, variables, unknowns, and reasoning
11.03, 11.07, 11.08, 11.12, 11.13, 3.17, 3.13	Decode and comprehend written material (forms, charts, manuals, display screens, literature)	11.11, 4.01, 4.03, 9.06	1.1 Use research tools to locate information	3.08, 3.13, 3.15, 1.03, 1.06, 2.01, 3.11, 5.09, 12.03, 12.08	1.10 Organize information using classification systems
9.06, 11.11, 16.01	Locating information	11.02, 11.04, 11.07, 11.08, 11.12, 11.13,	1.2 Read a variety of print materials	11.03, 11.07, 11.08, 11.09, 3.13, 3.17	1.11 Communicate for a variety of purposes through writing
9.01, 9.05, 9.09, 9.12, 9.13, 10.05	Self-esteem, self-mgmt., responsibility				
11.03, 11.06, 11.07, 11.09, 12.03	Writing: key terms, completing forms, recording information, letters, memos	11.05, 15.02, 15.04	1.3 Observing, interpreting, and communicating messages	11.02, 11.04, 11.07, 11.09, 11.10, 8.01	1.12 Communicate for a variety of purposes through speaking
3.01, 3.02, 3.03, 3.04, 3.05, 3.06, 3.07, 3.09, 3.10, 3.11, 3.12, 3.13, 3.14, 3.16, 3.17, 4.02, 12.04, 12.05, 12.08	Quantification, computation, measurement, estimation, data organization, problem solving	11.01	1.4 Listening	9.15	1.13 Communicate through the visual arts
8.01, 11.01, 11.02, 11.04	Speaking and listening	3.01, 3.02, 3.03, 3.04	1.5 Quantify whole, rational, real and/or complex numbers	9.15	1.14 Communicate through music
8.02, 9.07, 9.13, 12.01, 12.02, 12.04, 12.05, 12.06, 12.08	Adaptability, problem solving, creativity, reasoning, decision making	3.01, 3.02, 3.03, 3.04, 3.05, 3.10, 3.11, 3.16	1.6 Use computational algorithms	9.15	1.15 Communicate through movement
8.02, 8.04, 12.04, 15.02, 15.03, 15.04	Interpersonal, teamwork, negotiation, works with diversity	12.03, 12.06	1.7 Organize and communicate by visualizing	4.01, 4.03	1.16 Use computers and other electronic technology

KCBAE	SCANS
1.01, 1.02, 2.01, 2.02, 3.16, 4.01, 4.03, 5.04, 5.05, 5.06, 5.07, 6.06, 8.03, 9.03, 9.06, 9.11, 10.02, 11.11, 16.01	Resources: Time, money, material, human, technology
1.01, 1.04, 1.05, 2.01, 2.11, 3.15, 9.14, 14.05, 15.01, 16.02	Systems: social, organization, technical

KCBAE	KERA
1.02, 1.04, 1.05, 2.11, 5.03, 6.01, 6.03, 6.06, 13.06	2.1 Scientific skills applied to real life
1.01, 1.04, 1.06, 3.13, 3.16, 3.17, 5.03, 5.04, 5.05, 7.02, 8.02, 12.01, 12.08	2.2 Use patterns to understand, interpret, and predict events
1.02, 1.03, 1.04, 1.05, 1.06, 2.01, 3.15, 4.01, 5.04, 6.01, 6.05, 9.06, 9.13, 9.14, 15.01, 16.02	2.3 Complete tasks with systems, components, and interactions
1.01, 1.02, 1.06, 2.11, 3.12, 3.13, 3.15, 3.17, 4.02, 13.03, 13.05, 13.06	2.4 Use models and scale to explain and predict
1.01, 1.03, 1.04	2.5 Understand nature's tendency to remain constant or move toward a steady state
1.01, 1.04, 1.05, 1.06, 4.03, 6.01, 6.05, 7.04, 13.01, 13.02, 13.04	2.6 Complete tasks representing evolutionary change
3.01, 3.02, 3.03, 3.04, 3.05	2.7 Demonstrate number concepts
3.01, 3.02, 3.03, 3.04, 3.05, 3.06, 3.07, 3.09, 3.10, 3.16	2.8 Demonstrate mathematical procedures
3.09, 3.10	2.9 Demonstrate concept of space and dimensionality

KCBAE	KERA
3.09, 3.15, 4.02	1.8 Measuring
1.01, 1.03, 1.04, 3.05, 3.12, 3.17	2.11 Understand change concepts
3.01, 3.02, 3.03, 3.04, 3.05, 3.06, 3.07, 3.10, 3.12, 3.13, 3.14, 3.15	2.12 Understand mathematical structure
3.12, 3.13, 3.17, 5.01, 11.11	2.13 Data concepts
14.01, 14.03, 14.04, 15.02	2.14 Recognize democratic principles
14.03	2.15 Recognize forms of government
9.14, 15.01, 15.02, 15.03, 15.04	2.16 Recognize social groups, norms, beliefs
15.01, 15.02, 15.03, 15.04	2.17 Interact with diverse ethnic and cultural groups
5.02, 5.03, 5.04, 5.05, 5.06, 5.07, 5.09	2.18 Make economic decisions for production and consumption of goods
1.04, 2.11, 9.12, 14.05	2.19 Show responsibility for the environment
13.01, 13.02, 13.04	2.20 Recognize historical events, conditions, trends, and issues
7.01, 7.03, 7.04, 8.03	2.21 Interpret human behavior; understand self and others

KCBAE	KERA
9.15	2.23 Analyze artistic products/performance
9.15	2.24 Appreciate arts and humanities and creativity
9.15	2.25 Understand influences on arts
7.02, 9.15	2.26 Relate human experience to arts
9.15, 3.09	2.27 Demonstrate awareness of forms, structures, concepts
15.01	2.28 Communicate in a second language
Duty areas 7 and 9	2.29 Demonstrate family life skills
Duty area 5 and 9.13, 12.02, 12.04, 12.05	2.30 Demonstrate decision making and consumer skills
2.09, 2.06, 2.08, 2.11, 2.12, 2.13	2.31 Demonstrate self-responsibility for physical wellness
2.07, 2.08, 9.09	2.32 Demonstrate strategies for mental and emotional wellness
2.01, 2.02, 2.03, 2.04, 2.14	2.33 Demonstrate use of health resources to promote healthy living

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KCBAE	KERA	KCBAE	KERA		
3.09, 3.12, 4.02	2.10 Understand measurement	7.04, 9.07, 9.09, 9.13, 12.06	2.22 Convey concepts and feelings through presentations and creations of products	2.09	2.34 Perform psychomotor skills in a variety of settings
2.09	2.35 Demonstrate knowledge and values of physical activity	9.02	3.7 Learn on one's own	12.02, 2.06, 5.02, 5.05, 5.06, 5.09, 8.02, 9.15, 10.03	5.4 Use a decision-making process
10.03	2.36 Select career path options	Duty area 8	4.1 Use interpersonal skills	8.02, 3.06, 5.03, 12.02, 12.04, 12.06, 12.08	5.5 Use a problem-solving process
10.01, 10.02, 10.05	2.37 Demonstrate transition skills to postsecondary education or work	8.04	4.2 Use team membership skills	12.01, 12.05, 12.06, 9.07, 9.08	6.1 Address situations from multiple perspectives
10.03	2.38 Complete post-secondary opportunity search	9.12, 9.11, 15.02, 15.03, 15.04	4.3 Demonstrate consistent, responsive, caring behavior	12.01	6.2 Use current knowledge to acquire new knowledge and skills and interpret new experiences
9.01, 9.09, 9.12	3.1 Growth in positive self-concept	5.01, 5.04, 5.08, 5.09, 6.05, 10.04, 9.14, 14.02, 14.04	4.4 Accept rights and responsibilities		
2.07, 2.08, 2.09, 2.10, 2.11, 2.12, 2.13	3.2 Maintain a healthy lifestyle	13.04, 15.01, 15.02, 15.03, 15.04	4.5 Sensitivity to a multi-cultural and world view		
9.07, 9.11	3.3 Demonstrate adaptability and flexibility	8.04, 12.01, 7.04	4.6 Demonstrate an open mind to different perspectives		
9.08, 12.06	3.4 Demonstrate resourcefulness and creativity	12.05	5.1 Use critical thinking skills		
9.01, 9.03, 9.04, 9.12	3.5 Demonstrate self-control and discipline	12.06	5.2 Use creative thinking skills		
9.13	3.6 Make decisions based on ethical values	12.03	5.3 Create and modify concept understanding through organizing information		

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APPENDIX C

Duty Areas and Competencies for Kentucky Adult Education and Literacy

DUTY AREAS AND COMPETENCIES FOR KENTUCKY ADULT EDUCATION AND LITERACY 1995

DUTY AREA	COMPETENCIES			
01. SCIENCE	1.01 Demonstrate knowledge of natural resources	1.02 Demonstrate knowledge of simple machines	1.03 Discuss properties of classifications of matter	1.04 Discuss factors influencing our environment
	1.05 Demonstrate knowledge of human biology	1.06 Identify characteristics of plants and animals	1.07 Apply scientific methods to life situations	
02. HEALTH EDUC. AND WELL-NESS	2.01 Demonstrate a knowledge of health care systems	2.02 Identify health services available in the community	2.03 Explain how to access health services	2.04 Demonstrate knowledge of patient rights
	2.05 Demonstrate basic life-saving maneuvers	2.06 Distinguish between acute and non-acute health problems	2.07 Demonstrate mental and emotional wellness behaviors and practices	2.08 Explain the relationship of mental and physical health
	2.09 Practice health maintenance behavior and identify high-risk behaviors	2.10 Demonstrate a knowledge of responsible drug and medication use	2.11 Identify measures to maintain a healthy and safe environment	2.12 Practice good grooming and personal hygiene
	2.13 Describe how diseases are transmitted and prevention measures	2.14 Demonstrate ability to complete medical and dental history forms		
03. MATHE-MATICS (COMPU-TATION)	3.01 Compute using whole numbers	3.02 Compute using fractions	3.03 Compute using decimals	3.04 Compute using percentages, ratio, and proportion
	3.05 Convert decimals to fractions or per cent	3.06 Solve word problems	3.07 Apply equations or formulas to solve problems	3.08 Count money and make change
	3.09 Measure geometric shapes, lines, or angles	3.10 Calculate linear dimensions, volume and area	3.11 Calculate units of time	3.12 Interpret scale drawings
	3.13 Interpret and use probability and statistics	3.14 Demonstrate estimation and mental arithmetic skills	3.15 Demonstrate basic knowledge of the metric system	3.16 Demonstrate consumer math skills: i.e., banking, cost comparisons, invoices, interest, and wages
	3.17 Interpret data in maps, charts, tables, and graphs	3.18 Prepare data in table, graph, and chart formats		

DUTY AREAS AND COMPETENCIES FOR KENTUCKY ADULT EDUCATION AND LITERACY

DUTY AREA	COMPETENCIES			
04. TECH-NOLOGY/ TOOLS	4.01 Demonstrate knowledge of computer applications	4.02 Demonstrate use of measuring tools	4.03 Demonstrate ability to use electronic technology	
05. CON-SUMER ECO-NOMICS	5.01 Demonstrate a knowledge of personal taxes and preparation of simple tax forms	5.02 Identify available housing options and services	5.03 Identify ways to reduce utility costs	5.04 Demonstrate money management knowledge: payroll, credit, banking, and budgeting
	5.05 Explain and demonstrate comparison shopping for goods and services	5.06 Identify criteria for selection of major household appliances	5.07 Demonstrate knowledge of automobile maintenance and purchase procedures	5.08 Demonstrate knowledge of consumer protection laws for trans-actions: contracts, leases, and fraud protection
	5.09 Determine insurance needs and basic types of coverage			
06. HOME MANAGE-MENT	6.01 Demonstrate knowledge of good nutritional practices	6.02 Demonstrate knowledge of clothing care and laundry techniques	6.03 Demonstrate knowledge of home maintenance	6.04 Demonstrate knowledge of home housekeeping practices
	6.05 Demonstrate knowledge of local ordinances for neighbor-hood safety and security	6.06 Demonstrate knowledge of safe storage and handling for foods, medicines, chemicals, and household goods	6.07 Demonstrate knowledge of simple food preparation techniques	

DUTY AREAS AND COMPETENCIES FOR KENTUCKY ADULT EDUCATION AND LITERACY

DUTY AREA	COMPETENCIES			
07. FAMILY RELATION-SHIPS	7.01 Identify positive and negative family characteristics	7.02 Identify human life cycle stages	7.03 Demonstrate knowledge of parenting skills	7.04 Discuss different family structures
08. INTER-PERSON-AL/SOCIAL SKILLS	8.01 Demonstrate ability to initiate and carry on conversation	8.02 Demonstrate problem-solving skills	8.03 Demonstrate appropriate behavior in social situations	8.04 Demonstrate teamwork skills for effective group work
09. SELF-MANAGE-MENT SKILLS	9.01 Exhibit self-reliance	9.02 Demonstrate ability to learn on one's own (life-long learning skills)	9.03 Demonstrate time management	9.04 Demonstrate ability to set priorities
	9.05 Evaluate personal needs and goals	9.06 Demonstrate how to locate and use assistance from community resources	9.07 Analyze ability to be flexible and adaptable	9.08 Exhibit resource-fulness
	9.09 Recognize and practice activities to build self-esteem	9.10 Identify the process to obtain a driver's license	9.11 Recognize and demonstrate behaviors appropriate for given situations	9.12 Demonstrate self-control and responsibility for one's own behavior
	9.13 Demonstrate decision making based on one's ethical values	9.14 Demonstrate knowledge of community laws, regulations, and mores	9.15 Identify and select recreational and cultural leisure-time activities	
10. EMPLOY-ABILITY AND OCCUPA-TIONAL	10.01 Demonstrate job-search skills	10.02 Identify information about job training opportunities	10.03 Explore career options and educational requirements	10.04 Describe employee/ employer rights and responsibilities
	10.05 Demonstrate knowledge of work maturity skills			

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DUTY AREAS AND COMPETENCIES FOR KENTUCKY ADULT EDUCATION AND LITERACY

DUTY AREA	COMPETENCIES			
11. COMMUNICATION SKILLS	11.01 Demonstrate listening skills	11.02 Demonstrate verbal communication skills	11.03 Demonstrate written communication skills	11.04 Demonstrate ability to give and receive messages
	11.05 Interpret non-verbal communication	11.06 Write legibly	11.07 Demonstrate a functional vocabulary	11.08 Comprehend written materials
	11.09 Demonstrate correct oral and written English: grammar, spelling, punctuation, and capitalization	11.10 Distinguish between fact and opinion	11.11 Use research tools to locate information	11.12 Apply instructions or information from manuals or reference materials
	11.13 Demonstrate awareness of various forms of literature	11.14 Communicate ideas and feelings through music, movement, and art		
12. THINKING SKILLS	12.01 Use effective learning techniques to apply new knowledge and skills	12.02 Demonstrate decision-making skills	12.03 Organize information	12.04 Demonstrate ability to follow a problem-solving process
	12.05 Demonstrate critical thinking skills	12.06 Demonstrate creative thinking	12.07 Demonstrate accurate assessment of one's own knowledge and skill	12.08 Demonstrate logical reasoning
13. SOCIAL SCIENCES	13.01 Identify historical events, issues, and key personalities in Kentucky history	13.02 Describe historical events, issues, and trends in U.S. history	13.03 Demonstrate knowledge of U.S. geography	13.04 Identify significant historical events, issues, and trends in world history
	13.05 Demonstrate knowledge of world geography	13.06 Identify geographic areas and characteristics of Kentucky		

DUTY AREAS AND COMPETENCIES FOR KENTUCKY ADULT EDUCATION AND LITERACY

DUTY AREA	COMPETENCIES			
14. GOVT./ CITIZEN-SHIP	14.01 Identify requirements for U.S. citizenship and citizen responsibilities	14.02 Interpret individual tax requirements	14.03 Identify and describe the form of government in the United States	14.04 Describe the election process
	14.05 Demonstrate environmental awareness	14.06 Describe different forms of government	14.07 Apply democratic principles: justice, equality, responsibility, choice, and freedom	
15. CULTURAL DIVERSITY	15.01 Demonstrate knowledge of major ethnic and cultural differences and customs	15.02 Exhibit awareness and respect for individual differences	15.03 Recognize discriminatory behaviors and practices in self and others and identify ways to alter such behavior	15.04 Recognize the negative effects of stereotyping by race, gender, culture, or religion
16. COM-MUNITY RE-SOURCES	16.01 Identify and access community resources	16.02 Demonstrate knowledge of transportation options and how to use them		

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APPENDIX D

Competency Certificate

Individual Progress Records

Competency Certificate

Awarded this _____ day of _____, 19__

at _____ Adult Education Program

to

_____

for completion of the following:

_____

_____
Adult Education Teacher

_____
Adult Education Coordinator

ADULT EDUCATION • CHANGING LIVES

DUTY AREA: _____

Name: _____

ACTIVITY	DATE WORKED	COMMENTS
PD. 1		
NO. 1		
NO. 2		
NO. 3		
NO. 4		
NO. 5		
NO. 6		
NO. 7		
NO. 8		
PB. 2		
NO. 1		
NO. 2		
NO. 3		
NO. 4		
NO. 5		
NO. 6		
PB. 3		
NO. 1		
NO. 2		
NO. 3		
NO. 4		
NO. 5		
NO. 6		
PB. 4		
NO. 1		
NO. 2		
NO. 3		
NO. 4		
NO. 5		
NO. 6		
NO. 7		
PB. 5		
NO. 1		
NO. 2		
NO. 3		
NO. 4		
NO. 5		
NO. 6		
NO. 7		
PB. 6		
NO. 1		
NO. 2		
NO. 3		
NO. 4		
NO. 5		
NO. 6		
NO. 7		
NO. 8		

STUDENT PROGRESS RECORD

NAME:

DUTY AREAS: LEVEL	1 PB 1/Date	2 PB 2/Date	3 PB 3/Date	4 PB 4/Date	5 PB 5/Date	6 PB 6/Date	7 PB 7/Date	8	9	10 LANG	11 DATE	12 READING	13 DATE	14 MATH	15 DATE
										TABE SCORES					
Communication (Reading)															
Communication (Speaking/Listening)															
Communication (Writing)															
Mathematics															
Community Resources															
Consumer Economics															
Cultural Diversity															
Employability															
Family Relationships															
Government/Citizenship															
Health/Wellness															
Home Management															
Interpersonal/Social															
Self-Management															
Science															
Social Studies															
Technology/Tools															
Thinking Skills															
PERFORMANCE TASK ASSESSMENT:															

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APPENDIX E

Directions for Writing Curriculum Guide

DIRECTIONS FOR WRITING CURRICULUM GUIDE

Each section of the guide will be written to cover the competency or competencies assigned. The learning activities should provide a variety of learning projects which would give participants practice related to the identified project benchmarks. All categories of the worksheet are to be completed.

Terms

Terms listed should be words that students need to know and be able to use correctly as they carry out learning activities related to the competencies.

Reflections

Reflections should introduce the competencies covered in the guide and state why the competency is important or provide information that will motivate the student to study and complete the activities.

Learning Activities

For each benchmark, identify the basic skill content areas that must be covered to be able to do the kind of task illustrated by the benchmark. Write these skills in parenthesis beside of the benchmark. Learning activities for each benchmark should be the kinds of tasks that would assure coverage and practice of these basic skills and would apply the skills in a realistic life activity. Learning activities must meet the following criteria:

A minimum of 5 and maximum of 8 learning activities for each progress benchmark.

Begin the description of the learning activity with an active verb or with the conditions necessary and then an active verb.

A mix of individual and group or small group activities with each activity indicated with an "I" or "G".

Each competency must be represented in as many of the activities as possible. Also review competencies in other duty areas in inter-relate these competencies in the learning activities.

Study the competencies in other duty areas and use as many learning activities as possible that will cross reference to the other areas.

Learning activities for each benchmark should be arranged so that they increase in difficulty.

Utilize as many active learning activities as possible.

Include an estimate of the time you believe each learning activity would take to complete. Times will be verified with the field test.

Resources

For each competency area covered in the section of the guide, list resource materials with the section topics listed that are applicable. For each resource, also provide the Book or other media title, author, publisher, and publisher's address. Strive for a variety of resources with comprehensive coverage of the content necessary to be able to complete the learning activities and to successfully achieve the progress benchmarks.

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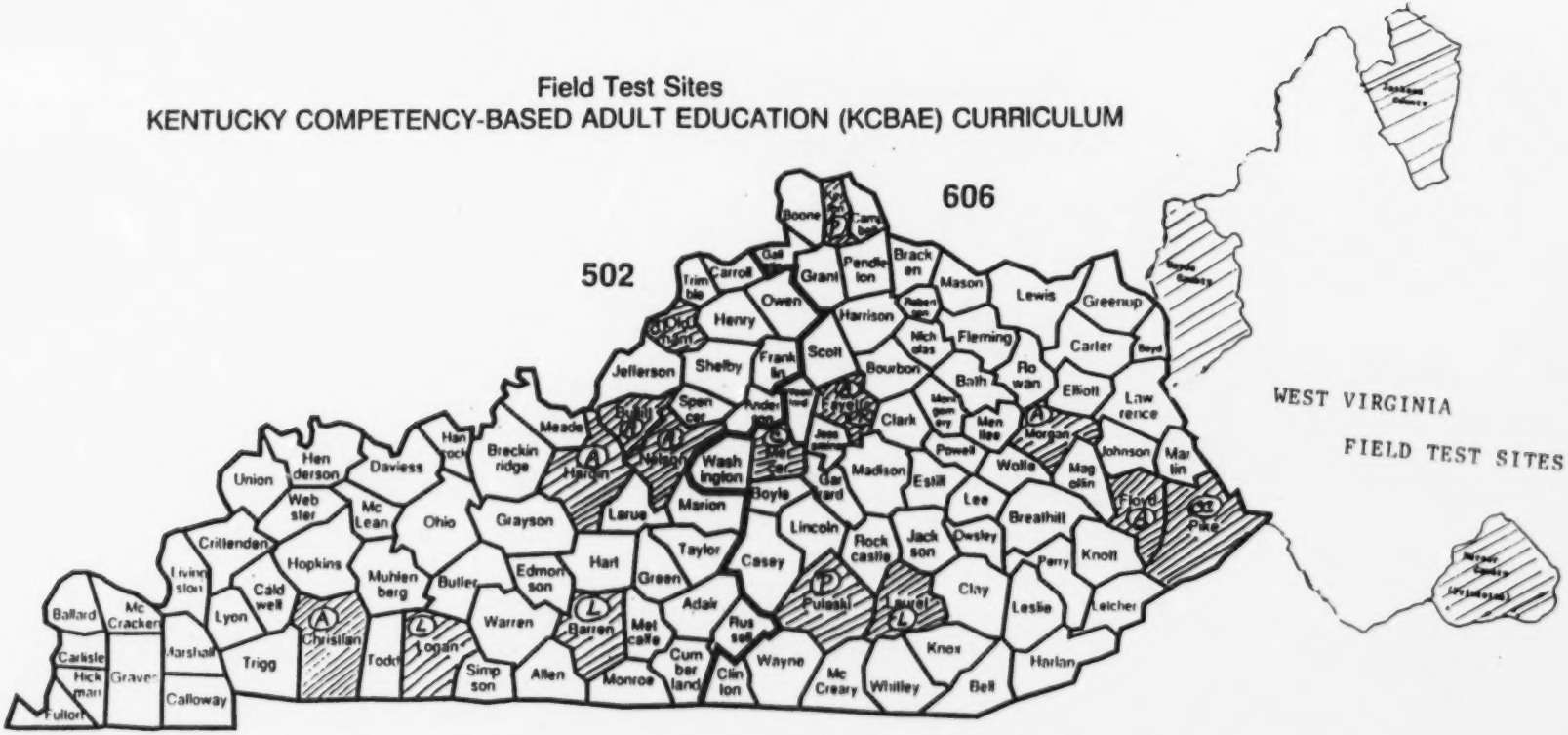
APPENDIX F

Field Test Sites KCBAE Curriculum

Field Test Sites
KENTUCKY COMPETENCY-BASED ADULT EDUCATION (KCBAE) CURRICULUM



LEGEND:

A	Adult Learning Center	C	Correctional Center
CC	Community College	L	Literacy Program
UK	University of Kentucky Adult Learning Center	P	PACE Program

(Map not to scale)

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APPENDIX G

Summary of Teacher and Student Evaluations of Curriculum Materials

Outline of Items Submitted from Field Test Sites

Summary Percents

Variable	All Levels	Level 1	Level 2	Level 3
Number of Cases -- N	90	44	31	15
Skills -- Correct as written	91	91	86	100
Pre-requisites -- Correct as written	86	87	79	100
Reflections appropriate	91	92	96	80
Reflections rationale	90	95	88	78
Appropriate for level	85	83	89	87
Appropriate for JOBS	82	75	87	73
Appropriate for JTPA	42	28	96	73
Appropriate for Corrections	32	35	46	40
Appropriate for PACE	41	23	23	40
Appropriate for minorities	66	78	73	53
Appropriate for benchmark	70	69	55	67
Too easy	15	18	17	07
Too difficult	13	25	00	07
Too many activities	20	12	30	20
Lack variety	07	07	07	07
Activities varied	70	67	73	73
Well sequenced	49	50	57	33
Poorly sequenced	07	07	03	13
Confusing directions	08	10	10	00
Clear directions	23	17	33	20
Too time consuming	29	22	30	47
Relate to a variety of learning styles	70	67	70	80
Need to address more varied learning styles	10	12	10	07

CURRICULUM FIELD TEST TEACHER EVALUATIONS

Summary Percents

Variable	All Levels	Level I	Level II	Level III
Number of Cases -- N	273	117	76	80
Learning activities interesting	84	88	92	70
Learning activities .. too complicated	17	09	09	38
Learning activities easily understood	71	81	79	45
Learning activities....dull	09	09	07	14
Directions easily understood	78	88	77	63
Directions unclear	14	12	09	23
Learning activities ....completed in reasonable time	59	71	61	40
Learning activities ....moved from simple to difficult	35	32	21	50
References ....appropriate	63	72	72	40
References ....not sufficient	13	09	07	24
I liked working with KCBAE	77	85	80	61
I do not believe KCBAE will meet my learning needs	21	21	09	34

CURRICULUM FIELD TEST STUDENT EVALUATIONS

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KENTUCKY COMPETENCY-BASED ADULT EDUCATION CURRICULUM

ITEMS TO BE SUBMITTED FROM FIELD TEST SITES:

Assessment

Students:

1 copy per student (up to a total of 8) of "Students' View of Assessment" for the Standardized Test (ABLE, TABE, or ETS) These forms will be submitted as soon as all students have completed them.

1 copy per student (up to a total of 8) of "Students' View of Assessment" for the Standardized Task (Please write the name of the task on the form). These forms will be submitted as soon as all students have completed them.

Record the test and task scores on the Student Progress Record. This record will be submitted as soon as the student has completed all work he/she will be doing in the field test.

Teachers:

1 copy of the "Teachers' Views of Assessment" for the standardized test (ABLE< TABE, or ETS). You may have more than one teacher complete this form if more teachers have worked with the tests. This form should be submitted as soon as administration of the test is complete.

1 copy of the "Teachers' Views of Assessment" for the Standardized Task (Please write the name of the task on the form). More than one teacher may submit this form if more teachers work with administration of the task. This form should be submitted as soon as administration of the tasks is completed.

If you have suggestions on the performance tasks, please send those, also.

Curriculum

Students:

1 copy of "Student Evaluation of KCBAE Curriculum" from each student who worked in a duty area (up to a total of 8 students). Be sure the duty area and the level are written at the top. These should be submitted as soon as the work has been completed by all students who are working in that duty area.

Teachers:

1 copy of "Evaluation of Curriculum Guide Levels for Duty Areas Form for Teacher or Coordinator" for each duty area at each level assigned to your field test site. Be sure the duty area and level are written at the top.

Any notes, journal items, suggestions, or xeroxed pages of the duty area with suggestions noted. These should be sent as soon as the duty area is completed.

Northpoint & Hardin Co. only: 1 copy of the "Teacher/Coordinator Overall Evaluation of KCBAE Curriculum and Assessment"

Student Progress Records

Submit one copy for each student who was tested and who worked in the curriculum. (Maximum of 8 students submitted). Submit these records as the students complete their testing and work in the curriculum materials. This may be the last item submitted.

SCHEDULE FOR COMPLETION

Insofar as possible, submit materials from the duty areas in accordance with the following schedule (sooner where possible):

January 20	Science, Health/Wellness, Mathematics, Technology/Tools, Consumer Economics, and Home Management
March 24	Home Management, Family Relationships, Interpersonal/Social, Self-Management, Employability, Communication (Reading), Communication (Speaking/Listening), Communication (Writing)
May 12	Social Sciences, Government/Citizenship, Cultural Diversity, and Community Resources

APPENDIX H

Summary of Assessment Field Test

Which Test?

A report on the assessments used in the pilot testing of the new Adult Education Curriculum

Edward Kifer

July 1995

Introduction

Both formal and informal testing are part of the new Adult Education Curriculum. The project produced for informal testing a collection of performance assessments related to particular curricular segments. For the formal testing a number of standardized tests and proposed standardized tasks were scrutinized.

Pilot testing included gathering information about these proposed tests and assessments. Three standard tests, ABLE, ETS Literacy and the new TABE were chosen for the tryout. Samples of the collection of performance assessments were administered at various sites. Students who took the tests and those who administered them, typically teachers, evaluated those instruments they took or used.

The purpose for collecting these data was to use them, along with other pertinent information, to make a recommendation for what test should be adopted statewide. Also, we wanted to get reactions to determine the quality of the standardized tasks.

Modus Operandi

I did a number of things to try to understand which test is best suited for the purposes of measuring outcomes of the new curriculum. First, I did an analysis of each of the standardized tests. The analysis focused on two content areas -- reading and mathematics. I looked at features such as the form of the items, whether the test was timed, what kinds of scores were reported, and what kinds of items were on the test. Second, I tabulated the responses of teachers and students to the test they took. Third, I looked at the curriculum to see whether one or more of the tests were well-fitted to it.

The Tests

The tests differ in their structure and content. Below is a brief description of each:

Levels	Content	Grade
	Adult Basic Learning Examination (ABLE)	
Level 1	Vocabulary, Reading Comprehension, Spelling, Number Operations, Problem Solving	1-4
Level 2	Vocabulary, Reading Comprehension, Spelling, Number Operations, Problem Solving	5-8
Level 3	Vocabulary, Reading Comprehension, Spelling, Number Operations, Problem Solving	8-12
	ETS Tests of Applied Literacy Skills	
One Level	Prose Literacy	All
One Level	Document Literacy	All
One Level	Quantitative Literacy	All
	Tests of Adult Basic Education (TABE)	
L	Pre-reading and Beginning Reading	0-1.9
E	Reading, Mathematics Computation, Applied Mathematics, Language, Spelling	1.6-3.9
M	Reading, Mathematics Computation, Applied Mathematics, Language, Spelling	3.6-6.9
D	Reading, Mathematics Computation, Applied Mathematics, Language, Spelling	6.6-8.9
A	Reading, Mathematics Computation, Applied Mathematics, Language, Spelling	8.6-14.9

The table below contains additional information about the tests. It is easy to see that the ETS Literacy test is very different from the other two. Both the TABE and the ABLE are multiple choice tests; the ETS Literacy test is not and responds effectively to new directions in assessment that are moving away from the multiple choice format. The TABE and the ABLE have various forms or levels; ETS three different test areas but produces just one score for each. That is, its levels are contained within the test, The TABE and the ABLE both have locator tests that can be used to decide which test version should be given. ETS does not since it orders its items from easy to difficult within each of the test areas.

	ABLE			ETS Literacy			TABE			
	Level 1	Level 2	Level 3	Prose	Document	Quantitative	Easy	Medium	Difficult	Advanced
Features										
Locator Test	Y	Y	Y	N	N	N	Y	Y	Y	Y
Timed	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Multiple Choice	Y	Y	Y	N	N	N	Y	Y	Y	Y
Literacy	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Items										
Math	**40**	**80**	**80**			**23**	**40(s)**	**75**	**40(s)**	75
Concepts	4	7	7							
Computations							3	5	2	3
Add	5	4	4			•	4	6	4	8
Subtract	4	4	5			•	4	10	5	5
Multiply	3	10	9			•	4	14	3	4
Divide	3	7	7			•	4	4	3	6
Applications										
Figures	3	2	4		7	7	10	15	13	18
Words	12	24	31				2	4	2	6
Charts	3	2	6			16	9	16	8	14
Reading		48	48	24			25(s)	50	25(s)	50
Prose	25	33	37	16			10	32	18	35
Charts	5	14	6	6	15		3	14	5	15
Directions			4	2				4		
Recognition	8						12		2	
Scoring										
Scale Scores	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Norms	Y	Y	Y	N	N	N	Y	Y	Y	Y
Grade Levels	Y	Y	Y	N	N	N	Y	Y	Y	Y

The ETS test contains 69 items if all areas are administered. The TABE and the ABLE contain 75 and 80 items each in mathematics with exceptions (TABE has short forms, Level 1 of the ABLE is about half as long as the others) noted in the table. The number of items in reading is about 50 for both the TABE and ABLE. Given that the TABE and ABLE measure other content areas, the amount of testing time is substantially larger for them than for the ETS Literacy measure.

The TABE and ABLE give scale scores, norms and grade level equivalents. ETS Literacy gives only scale scores and purports to describe literacy levels,

The tests differ dramatically at the item level. In mathematics the ETS test embeds calculations in its applications. There are no typical 2+2: questions in either the quantitative or document literacy tests. Although the TABE contains items like the above, it reflects (and acknowledges) the influence of ETS Literacy by putting a number of charts and figures in its test. The ABLE is a traditional mathematics test that gives only calculation and word problems.

In reading the ABLE is traditional as well. It has a heavy emphasis on responding to multiple choice items based on a reading passage. Again the TABE reflects an ETS Literacy influence by including more charts in its reading passages. ETS has more balance across prose passages, charts and directions than does the others.

I think it is clear that the ABLE is the most traditional test and the ETS Literacy is the most inventive. TABE is in the middle and clearly reflects the influence of the ETS Literacy, albeit in a multiple choice format.

Responses to the Tests

The table on the following page contains a summary of the responses of students and teachers to the tests. Notice that it contains data from relatively small samples (teachers = 36; students = 119). Appendix one contains the tabulations reflected in the table.

The table contains summaries of positive responses. That is, I added together the percent of persons who said something was good or excellent. Or, in the case of students, I merely report the "Yes" responses.

There is little doubt that the teachers do not like the ETS Literacy test, It is just too different. The TABE and ABLE have comparable results. In some cases teachers favor TABE; in others ABLE. One entry of interest is the question of the fit between the questions and the curriculum. The percent favors ABLE but I think the TABE is better fitted to the new curriculum. One wonders which curriculum, the old or the new, the teachers were reacting to.

The results for students favor the TABE and ABLE, too. But, the differences are not so striking. It is interesting that students say they have not done things like those contained in the ETS Literacy test. They should be and the new curriculum contains lots of activities similar to what is found in the ETS test.

If the only criterion for selecting a test were what students and teachers thought about it, then the ETS test is out. One could flip a coin to determine whether the choice is the TABE or the ABLE.

The Tests in Relationship to the New Curriculum

I had intended to do a full-blown curriculum analysis with topic mapping and other types of techniques. When I started with the mathematics content I realized it would be virtually impossible to do so in a reasonable amount of time. The reason is that both mathematics and reading permeate the curriculum. Interesting mathematics content, processes and applications, for instance, are featured in areas such as Consumer Economics and Home Management. The strength of the curriculum -- the integration of mathematics and reading across the curriculum --

creates immense problems of curricular analyses. So, rather than a systematic analyses I took an impressionistic glance. That glance helped me, I think, deal with the issue of what might be the best test and why it might be that.

TEACHERS' VIEWS OF THE ASSESSMENTS			
	Percent Marking Good or Excellent		
Question	ABLE	ETS	TABE
	N=8	N=14	N=14
Ease of Administration	100	29	100
Ease of Scoring	62	17	76
Ease of Score Interpretation	75	0	78
Appropriateness of Time	75	50	57
Clarity of Directions	75	57	92
Suitability for all students	37	0	31
Suitability for non-readers	0	0	8
Appropriateness of the questions	62	38	84
Fit between questions and curriculum	85	17	50
Students reactions to test or task	62	0	86
Students understanding of test results	100	0	31

STUDENTS' VIEWS OF THE ASSESSMENTS			
	Percent Marking Good or Excellent		
Question	ABLE	ETS	TABE
	N=40	N=33	N=46
Directions for doing the test or task	82	69	85
Fairness of test or task	67	64	74
Amount of time for test or task	70	54	76
Clearness of test questions or task	75	54	80
Real life nature of test or tasks	72	53	57
	Percent Marking Yes		
Have you done things like the test or task	67	30	71
Did you like this test or task	60	58	78
Should you be given a test or tasks like this	55	45	76
Did you feel comfortable with the test or task	64	48	83
Was the test or task similar to what you have been taught	80	42	78
Did you find the questions interesting	77	67	76
Did you feel anxious while doing the test or task	46	45	54

The new curriculum appears to me to be one that places the so-called basic skills in important contexts. It places a premium on activities and diminishes the role of rote learning. If that is true, as I think it is, then I believe both that the curriculum is good and that traditional tests are not the way to measure the results of its impact. The most traditional test is the ABLE.

The least traditional is the ETS Literacy. The new TABE is in the middle. I do not believe, given a criterion of the fit between a test and a curriculum, that the ABLE would be appropriate. Based on the same criterion, one would have to chose the ETS Literacy test. The TABE would be a strong second choice.

The Informal Assessments

The table below contains results from students and teachers. I created this table without additional analyses because of the small numbers of teachers, and in some cases, students who evaluated these tasks.

Views of Performance Tasks

Teachers' Responses	Tasks	Students' Responses
Awful, Good	Family Budget	Good ....
Good	Orbiting Planets	4 Good, 4 Excellent
Good	Show and Tell	15 Good, 14 Excellent
Good but too easy	Social Security	15 Good, 14 Excellent
Excellent	Home Equity Loans	Good, Excellent
Excellent	Wage and Tax	Good, Excellent
Good	Consumer Knowledge	Good, Excellent
Good, Good, Good	Nutritional Decision Making	Good, Excellent
Good	Three Dollars for Lunch	
Good	Employment Form	3 Good, 1 Excellent
Good	Five Freedoms	7 Good, 1 So-so
Good, Excellent	Map	5 Good
Excellent	Creamy Peanut Butter	7 Good 1 Excellent, 1 Poor, 2 So-so
Good	Manhattan Marathon	7 Good, 1 Excellent, 4 So-so
	Flat Tire	Good
	Great People	Excellent
	Urban Sprawl	Good
	Sun Shield	2 Good
	Graph	Excellent

I think it is fair to say that these activities were well-received by both teachers and students. This information is consistent with that found in the public school arena. In general, students find such tasks enticing and important; teachers, despite sometimes having logistics problems, like the tasks and like the way students interact with the tasks. There should be no problems with using these tasks as standardized tasks associated with the new curriculum.